Accessibility Supports in Daily Classroom Use

2015–16 CAASPP Institutes

California Assessment of Student Performance and Progress
Student Assessment Accessibility 2015–16*
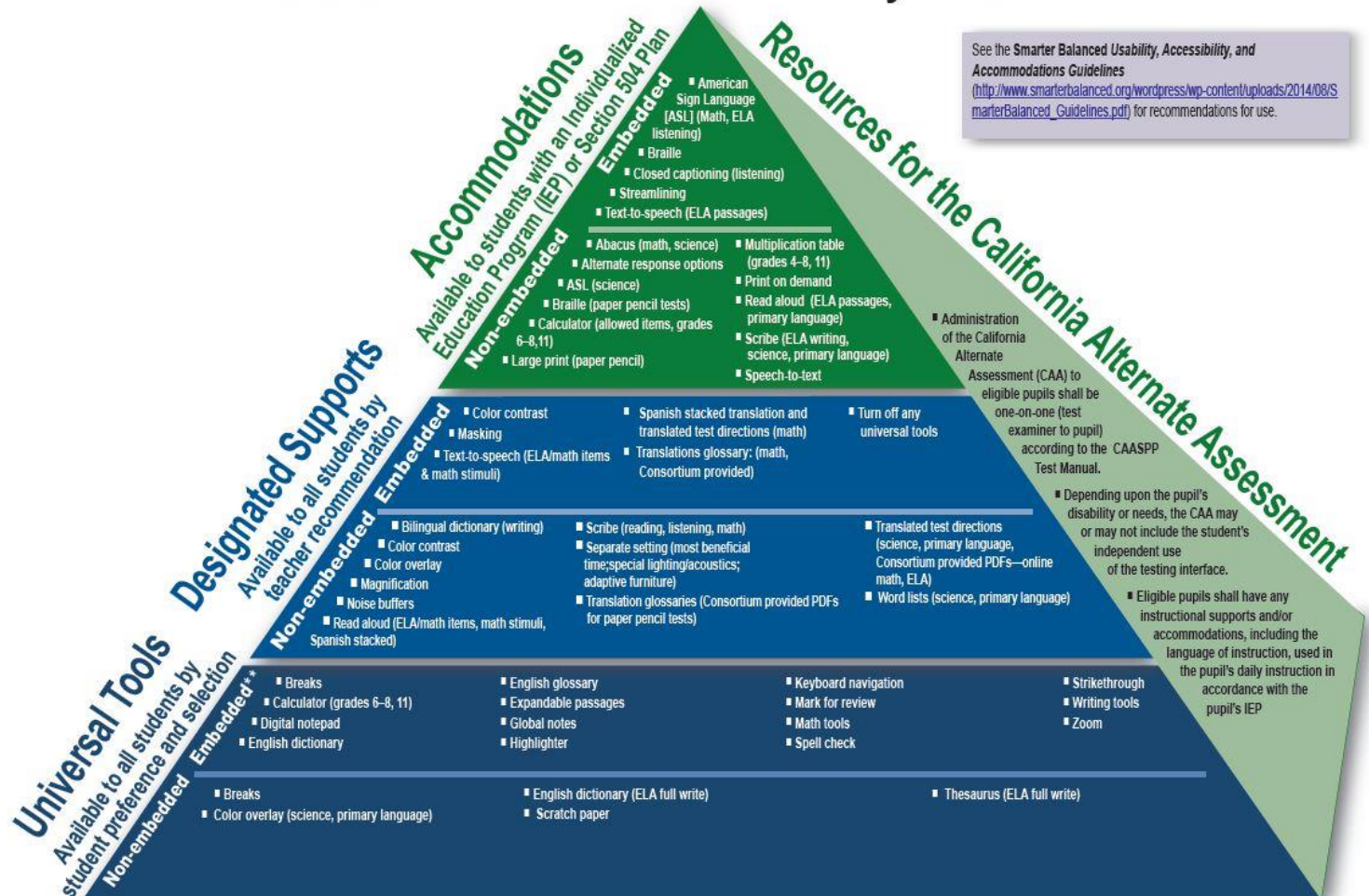
Based on regulations that will be presented to the State Board of Education in November 2015.

Purpose and Importance of Assessment Accessibility

Equal opportunity for all students to demonstrate learning:

– **During instruction**

– **On classroom assessments**

– On Smarter Balanced assessments

Guidelines for Use

General guidelines for use of all accessibility features:

- – Student is familiar with the support(s).

- – **Supports are the same or similar to those used for instruction and classroom assessment.**

- – Student has multiple opportunities to practice in test environment.

4

Effective Student Use of Accessibility Supports

TOM TORLAKSON
State Superintendent
of Public Instruction

Suggested Timeline for Student Use of the Smarter Balanced Universal Tools, Designated Supports, and Accommodations (UDAs)
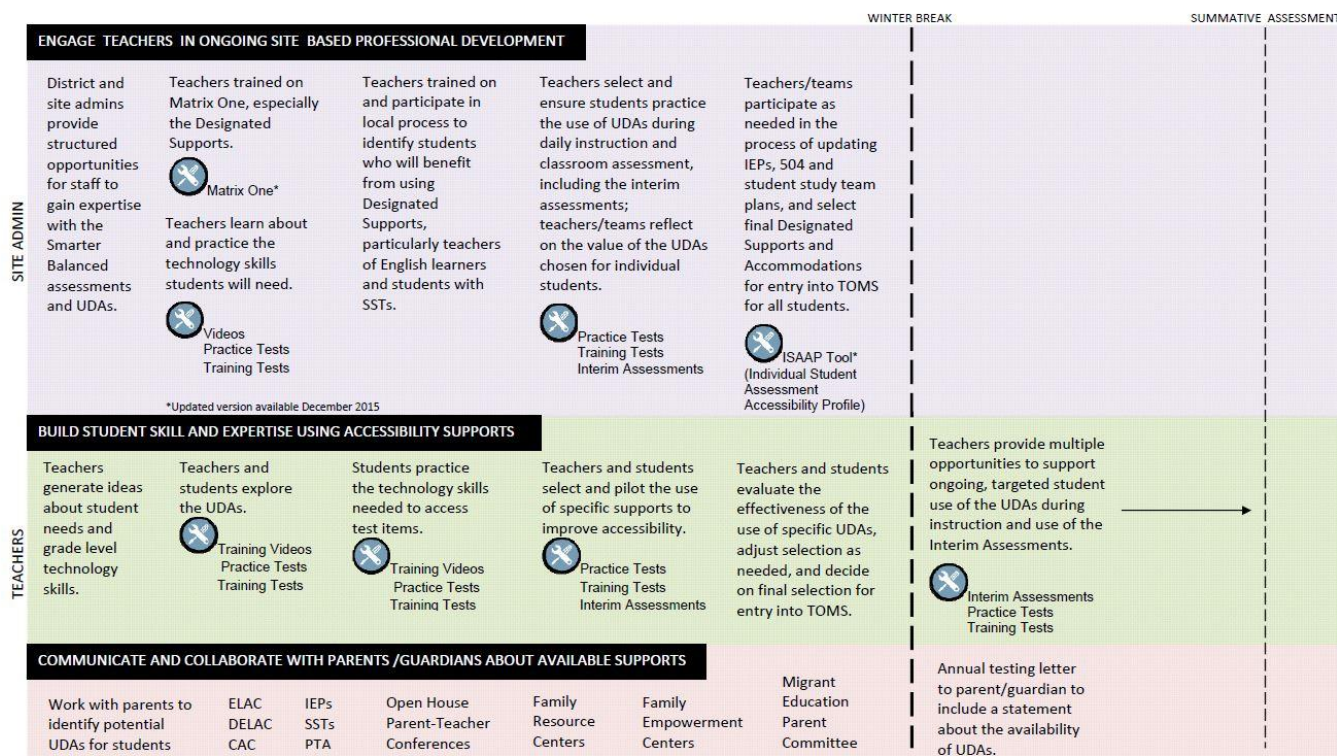
CAASPP Timeline for Use of Accessibility Supports   10-7-15

Smarter Balanced Resources and Practices Comparison Crosswalk

TOM TORLAKSON
State Superintendent
of Public Instruction

This document can be found on the Smarter Balanced Assessment Consortium Web site at http://www.smarterbalanced.org/wp-content/uploads/2015/09/Resources-and-Practices-Comparison-Crosswalk.pdf

6

Activity: Application to the Formative Process

- Review the resources and comparison document.

- Discuss with your table group how the pedagogical practices and descriptions provided can be applied to classroom formative assessment practices.

- Select one specific example generated from your discussion to share with the whole group.

Pause the video to complete the activity

Suggested time for the activity is 4 minutes

This is the end of this module.

The next module is about the "Smarter Balanced Digital Library"